ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 5/24/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000186	8024	N.A.	

4. AUTHOR(S): Committee on the Feasibility of a Common Calendar

5. TITLE OF DOCUMENT ABSTRACTED: Report of Committee on the Feasibility of a Common Calendar

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: ORG. Univ. of Cincinnati; ST. CITY, STATE Cincinnati, Ohio

9. PUBLISHER OR SOURCE: University of Cincinnati

TELE. EXT. INST/LCC CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	May 61	46

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

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COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

school year
quarter system
higher edu.
administration

17. ABSTRACT (MAX. 250 WORDS)

Report of a committee appointed in 1960 to study the various calenda arrangements in existence within the various schools and colleges of the University of Cincinnati and to make recommendations on the feasibility of introducing a common (uniform) calendar for adoption by the various units within the University. It offers findings based on questionnaire returns from faculty and staff and on interviews with faculty, staff, and students. In recommending the quarter calendar, the committee presented reasons which led to the recommendation as well as alternative plans.

ERIC No.

18. SOURCE OF ABSTRACT: Reporter No. 6.

C. FUNDING DATA N.A.

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC

ED000186

Reference & file
Reporter # 76-1
8024

HE8024

REPORT OF COMMITTEE ON FEASIBILITY OF A COMMON CALENDAR

UNIVERSITY OF CINCINNATI

May, 1961

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UNIVERSITY OF CINCINNATI

CINCINNATI 21, OHIO

REPORT OF COMMITTEE ON THE FEASIBILITY OF A COMMON CALENDAR

Report submitted to the
President of the University
25 May, 1961

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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UNIVERSITY OF CINCINNATI
146 McMicken Hall

25 May, 1961

SUBJECT: Report of the Committee on Feasibility of a Common Calendar at the University of Cincinnati

To the President of the University:

The report of the Committee on Feasibility of a Common Calendar is presented herewith. The contents of the report are organized under the following headings:

I. INTRODUCTION. Plan of the study; the existing calendar situation; objections related to instruction, to administration, to student affairs; objectives of a common calendar; history of the study.

II. OPINIONS OF FACULTY, STAFF AND STUDENTS. The Faculty-Staff Questionnaire; analysis of questionnaire returns; conferences with faculty, staff and students.

III. DEFINITIONS AND CONCEPTS. Definitions of important terms; the various instructional periods: Single term, Short term, Semester, Trimester, Quarter; final decision on common calendar.

IV. THE QUARTER CALENDAR. Reasons for recommending the Quarter Calendar as a common or basic calendar for the University of Cincinnati; alternate schedules or plans of operation under a Quarter Calendar at the University of Cincinnati; First Choice and Second Choice; comparison of the two schedules.

V. OTHER SPECIFIC RECOMMENDATIONS. Recommendations affecting registration, holidays, commencement, uniform system of academic credits; the transition period; Scheduling of Summer Quarter; Accreditation and Licensure; Standing Committee on University Calendar.

VI. IMPLEMENTATION AND TIME SCHEDULE. The imperative need for carefully planned implementation; a Manual on implementati n required; University Co-ordinator on Implementation; committees on implementation in each school and college, in each academic, professional and administrative department; detailed sketch of the Standing Committee on University Calendar, its composition and work; proposed time schedule should a new calendar be inaugurated in September, 1963.

VII. SUMMARY OF RECOMMENDATIONS. Recapitulation of the general and specific recommendations made by the Committee on Feasibility of a Common Calendar.

APPENDIX.

BIBLIOGRAPHY.

Quarter Calendar Found Feasible. The Committee on Feasibility definitely found the Quarter Calendar to be feasible for inauguration as a common calendar at the University of Cincinnati. Further, it has frankly recommended it for adoption. Two different schedules under it have been recommended as

Plan A, First Choice, and

Plan B, Second Choice.

The history of the study, background information, assembled statistics and other data, and reasons for the recommendations are presented in the following chapters and appendix.

Appreciations. The Committee on Feasibility would especially note its appreciations and indebtedness to the Members of the Advisory Committee,* whose assistance and counsel were so generously expressed in written and oral form, through both group and individual conferences. Further, the Committee readily acknowledges that its work was materially aided and advanced by the services of Mrs. Margaret Coyne who served as Secretary throughout the six-month period of the study.

Respectfully submitted,

Clark Aumend
Robert Delcamp
Robert Fopma
John Hattendorf
Richard Hoar
Robert Hoefer
Joseph Holliday
Calvert Messinger
Jean Winston
Spencer Shank, Chairman

*The members of the Advisory Committee are listed in Appendix C, Page 54.

CHAPTER I. INTRODUCTION

A. Calendar - A Common Subject for Study. The rapid increase in population following World War II and the broadening interest of American youth in higher education have combined to produce college and university enrollments that have severely taxed the personnel and physical facilities of most institutions. State legislatures, institutional boards of control as well as college administrations have sought various ways and means of meeting the demands of rising enrollments. Enlarging the size of faculty and of physical plant is but a part of the solution. Extension of the school day, increasing class size and introducing a variety of changes in curriculum and course scheduling are all to be found in the effort to accommodate the growing number of enrolled students.

Obviously the college or university calendar has received critical attention. The traditional American pattern of two semesters of 16 weeks each*, extending from mid-September into the following June, had been under considerable scrutiny long before the advent of World War II. Alternative calendars were introduced but no great movement towards radical change was in progress. However, with the pace and tempo of life appreciably stepped up and the pressure from population increase hard upon the college and university, some change was and is inevitable. The change had to take the form of greater use of institutional facilities within the school day and within the whole of the academic year, from 1 September through the following 31 August. This outreach towards a maximum use of facilities, to replace a traditional or an optimum use, has taken on the term "All-year-round Calendar."

Calendar studies, in many instances resulting in calendar change, have broken out as a rash on the American scene in the past decade. Studies have been made by university faculties, university administrations, national societies, by special groups under subsidy of financial grants, and by state departments of education. The Federal Department of Health, Education and Welfare is presently introducing a special office to assemble data on education calendars and to keep abreast of the many studies and changes now indicated.

Calendar studies at the University of Cincinnati are not of recent origin. Ever since the co-operative system of education was introduced in 1906, the need and desire for a uniform or common calendar have resulted in many studies; some have been formal and some have been casual. Studies and proposals have been made by administrative personnel, by faculty members and by students. So far, they have not resulted in the adoption of a single calendar for the University.

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*Previous to general use of semester system, American colleges used both 4-term and 3-term systems. W. H. Cowley, "Study of the Merits of the Quarter and Semester Systems."
(Columbus: The Ohio State University, 1932).

The present study is not necessarily related to the principle of the All-year-round Calendar. However, the study was made at a time when the idea of all-year-round schooling and training was being further established in the minds of leaders in American colleges and universities. Should future demands for increasing enrollment at the University become great, the factor of calendar and its relation to the principle of all-year-round University operation would then become of more critical value than is presently the case. Reasons for the present calendar study at the University are set forth in the commission which is reviewed in Section B of this chapter.

B. The Commission. Under date of 14 November, 1960 the President of the University issued a special bulletin in which he announced the appointment of two committees on common calendar -- a Committee on Feasibility (the committee to make the study) and an Advisory Committee. At that time he published to the University faculty and staff the commission he had given the Committee on Feasibility. The commission stated:

> "....Committee on Feasibility. This Committee will be expected (1) to seek information and opinions from all sources, (2) to study various possibilities and types of calendars with a view to determining which ones may or may not be feasible, (3) if one or more calendars prove to be acceptable, then to recommend in order of preference those which are most feasible, and, finally, (4) to present -- early in 1961 -- a proposed calendar covering the ensuing three years, beginning with September of 1962. This Committee will need to cooperate frequently with faculty, staff, and students. Obviously, a questionnaire is indicated...." *

At no time since the commission was published has it been changed or modified in any way. The Committee on Feasibility has developed its own plans, selected its own methods and techniques, established its own principles and criteria and followed its own time schedule. At no point in its work was the Committee on Feasibility under any direction other than its own. Its hands and mind were free, hence the Committee alone is responsible for its work, its decisions and its recommendations.

C. The Members of the Committee on Feasibility. The members were named not to represent colleges and departments, but important and critical areas of University work. One member was named from each of the following fields of endeavor:

1. Instruction in semester-type programs
2. Instruction in short-term or split-trimester type programs
3. Instruction in higher professional schools or colleges
4. Operation of an undergraduate college office
5. Registration, records, admissions, related areas
6. University finance
7. Statistical compilation and analysis
8. The University faculty
9. Off-campus training and co-ordination
10. General administration

*Copy of President Langsam's letter is presented in Appendix A.

D. The Advisory Committee. An Advisory Committee of 26 members was named by the University President. The members of this Committee were chosen from the several faculties of the University, major independent departments and Student Council. The Committee was named to advise and be available for counsel with the Committee on Feasibility.

E. Planning the Study.

1. Early Decisions. Early discussions by the Committee on Feasibility resulted in the following decisions:

a. That, at appropriate times, the Advisory Committee would be consulted in two ways, by written communication and invitation, and through group conference,

b. That no recommendation would be made which would operate to the professional or financial disadvantage of faculty, staff and student,

c. That every effort would be made to center possible calendar change on the instruction-training function and responsibility of the University,

d. That a general questionnaire would be prepared and sent to all members of faculty and staff whose names were included on the official University list, and to the President of Student Council,

e. That free and open discussion with faculty and departmental groups and with students would be arranged at their request,

f. That no national survey of calendar forms and types would be undertaken; rather, necessary references would be made to comprehensive surveys as recently published by similar committees, such as that of the University of Michigan, Ann Arbor, and

g. That the Committee would develop an appropriate set of principles or criteria for a common calendar, but not until it had pursued its assigned study through preliminary phases.

2. Clearing the Decks. Following initial preliminary study a few additional decisions were made. These are listed below to indicate how the Committee cleared the decks, as it were, for the larger task of determining whether a common or uniform calendar could be developed for recommended adoption. The second list of early decisions included the following:

a. That the Summer School would likely operate much as it now does, for two principal reasons: (1) Regardless of whatever calendar is to be found in American colleges and universities, summer schools are maintained as separate entities, even in institutions with specifically designated summer terms, summer quarters or trimesters; and (2) A large

part of the Summer School enrollment is comprised of men and women whose study at the University is confined to the summer months. They thus form a unique group largely drawn from teachers in elementary and secondary schools and from regular students at other colleges and universities. The summer residence of these students usually extends from the third week of June to the fourth week of the following August,

b. That, because of its large program and schedule of regular and short-term courses in the area of adult education, the Evening College would not be considered an integral part of that core of colleges to be affected by a possible calendar change. Subsequently, once a calendar was to be recommended for adoption, the Evening College staff would be urged to accommodate its programs and schedules to the new calendar to whatever maximum degree it could,

c. That recognition be given to the unique function of the College of Law, a higher professional college with little if any cross-registration between itself and other colleges. This position was further taken because of the nature of instruction in law and the imperative need for synthesis within its several fields. The College of Law would, therefore, be urged to accommodate itself to the new calendar to the maximum degree possible, should one be recommended for adoption.

d. That instruction in the two clinical years (the third and fourth years) of the College of Medicine should remain undisturbed by a change in the basic calendar of the University. The clinical years are based upon a periodic rotation of assignments to the various fields and areas in medicine,

e. That continuous programs of research operating throughout the calendar year, under whatever guidance, direction or sponsorship, would be expected to continue on that basis, unaffected by possible calendar change, and

f. Finally, that if a calendar were developed for recommendation as a common calendar, it would best serve the University through the remaining schools, colleges and indicated areas of work: The Graduate School, the McMicken College of Arts and Sciences, the College of Engineering, the College of Education and Home Economics, the College of Business Administration, the two pre-clinical years of the College of Medicine, the College of Nursing and Health, the College of Applied Arts, the College of Pharmacy and University College.

The Committee on Feasibility desires here to emphasize in strong and formal terms that every effort should be made by responsible officials of colleges and programs not on the basic University calendar, to accommodate their schedules to that calendar. Further, they should adopt whatever steps are necessary to bring their procedures in conformity with the then standard University practice, especially on such matters as registration and form of academic credit.

F. The Existing Calendar Situation at the University of Cincinnati. Multiple calendar arrangement prevails on this campus at the present time as to (1) beginning dates, (2) length of instructional periods and (3) terminal dates. Not only do these vary from college to college, but they vary within some colleges.

The following objections from various sources to this multiple calendar arrangement have been expressed to the Committee:

1. Objections Related to Instruction:

a. Inability of students of one college to enroll in courses in another college. Students have expressed this criticism of the multiple calendar system. From the professional colleges, there are students who could use, and really need, a greater breadth to their programs by electing courses in Business Administration, Arts and Sciences, etc. Yet, different calendars and instructional terms prevent it. Students in the semester colleges, particularly some science majors, could profit by enrollment in professional college courses.

b. Calendar problems of service departments. University-wide service departments (English, Mathematics, Psychology, History, Geology) are particularly handicapped by the multiple calendar system.

c. Variations in faculty teaching loads. Uneven teaching loads in certain campus-wide departments occur. It is impossible to add courses to the load of faculty members who may be carrying lighter loads in one college, but who could be used in another college.

d. Variations in faculty vacation periods. Instructors teaching in more than one college often find their vacations curtailed because of different calendars.

e. Duplication of course offerings. Virtually one-half of the usual freshman college courses are duplicated under the present multiple calendar system. (English, Mathematics, Science, History, Economics, Geography, Psychology).

f. The occurrence of vacation periods in the semester colleges is unsatisfactory. Vacations do not occur when they are needed; they are tied to the short-term calendar. Christmas vacation in 1960 began on 23 December. For students who are employed -- and many must work to get their tuition money -- the opportunities for a holiday job are lost. And

g. Professional isolation. Some faculty members, particularly those who teach non-professional courses in professional colleges, are given little or no opportunity to teach other than typical elementary courses.

2. Objections Related to Facilities:

a. Incomplete use of classroom facilities. Classrooms in use during one period may be vacant during the next period, while another college is in serious need of such a room. And,

b. Incomplete use of dormitory rooms. With the great mobility of the co-operative students, dormitory vacancies occur and cannot be filled because of differing calendars.

3. Objections Related to Administration:

a. Lack of a University credit system. The multiple credit system reflects our multiple calendar. To an outsider, it is difficult to interpret transcripts and credits, particularly when two calendars and two credit systems prevail in the same college (Applied Arts, Business Administration). And,

b. Difficulties in the administration of fees. Students in dormitories, paying for rent and board, now do so on the calendar of the particular college in which they are enrolled. Under our multiple system, the billing of non-resident students for tuition, dormitory rates, board payments, etc. is confusing. It is also difficult to advertise such rates to prospective students and parents, since uniformity does not prevail, and students enrolled in different colleges make their payments in different ways.

4. Objections Related to Student Affairs:

a. Uneven social calendar for students. There are only a few weeks of the year when some set of students is not on the eve of examinations or on a deadline on projects. Spacing of social events is dependent on the calendar, and a uniform calendar would permit proper spacing.

b. An appropriate timing for All-University functions, such as convocations, etc. Present arrangements are unsatisfactory; for example, the orientation program, which must now be repeated (once for the co-operative freshmen, and repeated for semester freshmen).

c. Development of a cohesive student body and faculty or school spirit is hindered under the multiple calendar system. It is the college, rather than the University, which is emphasized.

d. The quality point factor. Difficulty in determining quality point averages (for Selective Service, campus-wide honorary organizations). And,

e. Students' loss in transfer. Transfer students lose time, if transferring from semester to a co-operative college -- and conversely.

G. Objectives of a Common Calendar at the University of Cincinnati. After preliminary study and analysis of the calendar situation extant at the University, the Committee on Feasibility established certain objectives to be met by any calendar pattern which might ultimately be recommended as a common calendar. Those objectives were:

1. Periods of instruction should be of reasonable length; they should conform with the requirements of good teaching and mastery of subject matter.

There is a growing feeling on the part of faculties teaching in split-trimester or short-term calendars that the seven-week instructional period is far too short, particularly if examination and registration periods are included. A longer instructional period has been urgently requested.

2. Longer work or practical-training sections have increased educational value.

Some industries and firms have expressed preference for co-operative or work periods longer than the present 8-week terms. In many cases, this is now attained by the double-section method.

3. Short lame-duck sessions now present in the calendars of semester colleges should be eliminated.

Two short lame-duck sessions occur each academic year in the semester colleges. In January the session covers 2 weeks of instruction followed by 2 weeks of scheduled examinations. In April-May, the periods are 4 and 2 weeks each. Because of the necessity for some co-ordination between the semester and split-trimester calendars now in operation, these become unnatural, if not illogical, breaks in the semester colleges.

4. Vacations should be related to needs of faculty and students.

a. All scheduled vacations of the University are now related directly to the split-trimester calendar. In 1960 the published Christmas holiday was scheduled to begin on 23 December, with classes resuming on 9 January, 1961. Many students of semester colleges must work to maintain themselves in school. The aforementioned holiday schedule denied the students opportunity for employment when it was highest. The Spring holiday comes not midway between the Christmas holidays and Commencement, but some 3 or 4 weeks past that point. Such timing is not in the best interests of faculty and students. There should be a definite correlation between examination periods, fatigue and holidays. Hence, whenever possible, any two instructional periods should be separated by a break of at least one week.

b. A full week of Spring holiday, midway between the close of the Christmas holidays and Commencement, is desirable.

c. A Summer holiday providing a reasonable length of time in August for faculty members of the co-operative colleges who have children in the elementary and secondary schools is desirable.

5. Autumn terms should be so scheduled that they best utilize the period between Labor Day and the Christmas holidays for orientation, registration and instructional purposes.

Autumn terms should be scheduled so as to provide for:

a. A full week of orientation (including registration) for freshmen and other new students.

b. Registration of sophomores, upperclass undergraduate students and graduate students in the aforementioned orientation week, and

c. A Christmas holiday of not less than two weeks to begin on or about mid-December.

6. Scheduled examination periods for all colleges should be made imperative for good educational practice and procedure.

Semester colleges now maintain definite examination periods at the end of their periods of instruction while co-operative colleges follow a variety of practices to fulfill the same function. Scheduled examination periods in all colleges are necessary for good instruction and evaluation.

7. University-wide service courses without duplication should be encouraged.

Service courses, such as statistics, should be further developed and encouraged. A common calendar would advance this desirable feature without duplication and added expense.

8. Cross-registration among colleges should be made available to more students.

Cross-registration among students of all colleges is worthy of encouragement. Present multiple calendars of varying terms make this all but impossible. The practice of cross-registration should be encouraged and increased.

9. Balanced opportunity for cross-registration in the two co-operative sections should be made available.

Opportunity for students to select a reasonable number of courses outside their professional programs should be provided to both co-operative sections.

10. Room assignment and usage should be more constant.

11. Faculties in co-operative colleges should not be required to follow a variety of calendars in maintaining their own programs of study and training.

Faculties in all co-operative colleges now teach in a variety of schedules or calendars. The faculty of the College of Business Administration teaches on the split-trimester calendar (their co-operative programs) and on the semester calendar (their non-co-operative or full-time programs). Those who offer courses in Summer School teach on yet a third schedule. A common calendar would eliminate most of this undesirable practice.

H. Pursuing the Study. The Committee on Feasibility began its regular meetings on 30 November, 1960, and has met each Wednesday Noon since that date, except for regular holiday periods. Special meetings of sub-committees and additional meetings of the whole committee have been held when needed. The task has required a thorough study and evaluation of all pertinent facets and sectors of the problem, ranging through the following:

1. Surveying and analyzing faculty, staff and student opinion of existing schedules and practices (the faculty-staff questionnaire, the departmental conferences, the conferences with students and student organizations),

2. Critically analyzing the several types of calendars now in use in American colleges and universities,

3. Theoretically applying the several calendar types to our various schools and colleges and to the University as a whole, as a possible common calendar,

4. Squaring each calendar type with the criterion of need and determining to what degree each type included elements which were voiced in the array of objections, mentioned earlier in the present chapter,

5. By elimination, reducing the number of general calendar types to two, which could justifiably be considered for recommendation as a common calendar,

6. Through counsel with college administrative officers and intimately affected, independently operated departments, determining the comparative value of the two remaining calendar types, and

7. For an additional period of one month, reviewing and re-studying the work of the Committee, carefully examining again all pertinent points involved in the remaining types, and finally

8. Selecting the type to be recommended as a common calendar along with two different arrangements or schedules under it, noted as Plan A, First Choice, and Plan B, Second Choice.

In the chapters which follow, a complete and detailed accounting of the study will be given. Finally, a chapter on Implementation is presented that some notion of the scope and comprehension of the work yet to be done may be indicated. Obviously, this last named chapter will be pertinent only if a common calendar is, in the end, adopted by the University. The concluding chapter of the report (VII) presents a summary of all general and specific recommendations as developed in the study.

CHAPTER II. OPINIONS OF FACULTY, STAFF AND STUDENTS

In the commission which the President of the University had given to the Committee on Feasibility, a questionnaire to faculty and staff had been indicated. The Committee readily moved to implement the suggestion. The questionnaire was prepared and mailed to all full-time members of the faculty and staff. A copy of the document is presented in Appendix B.

The Committee on Feasibility further decided to arrange for conferences with faculty groups, staff groups and students when and if such conferences were requested.

The material in the present chapter deals with the opinion, advice and criticism on the subject of calendar as assembled through the aforementioned questionnaire and conferences.

A. Survey of Opinion through the Faculty Questionnaire. The questionnaire was designed to afford full opportunity for members of the faculty to set down preferences, likes, dislikes and desires with regard to various types of calendars and to give the Committee the advantage of experiences they may have had in teaching under the several types of calendars. Approximately 52% (258) of all questionnaires were returned. The data on each Questionnaire were condensed, coded and put on a single sheet. From these sheets certain statistics were compiled, relating primarily to faculty attitudes and impressions about calendar types and the idea of a common or uniform calendar.

The following conclusions, impressions, and data were obtained from the questionnaire:

1. Faculty Experience Elsewhere. By far the greatest portion of experience at other colleges and universities has been with semester and quarter calendars. There has been very little experience with trimester or other calendars.

2. Evaluation of Length of Instructional Period. Faculty evaluation of length of instructional period tended to follow a pattern: the shorter the period, the lower the evaluation. Faculties in semester colleges generally agreed that the semester was optimum or good; faculties in co-operative colleges were divided in opinion. The trimester was generally rated "good." Opinion on the quarter calendar ranged from optimum, good, to adequate. There was a very decided opinion that the short term is a poor instructional period.

3. The Examination Period. The vast majority of the faculty agreed that an examination period would be imperative or desirable in the semester, trimester or quarter plan. Minor opposition to scheduled examinations was expressed by a few of the faculty. The opposition or poor rating was related mainly to short-term instructional periods.

4. Evaluation of Types of Calendars. Evaluation of the several types of calendars was the most important part of the questionnaire, especially when each type was under consideration as a common calendar. Opinion on the semester calendar was divided: In general, semester college faculties favored it, while faculties in co-operative colleges opposed it. All faculties indicated that the short term would not serve as a common calendar. Common ground seemed to lie between the trimester and the quarter calendars. Opinion clearly indicated that if a common calendar were to be found, it would be one of these two types. Responses to this section of the questionnaire gave two different totals; some faculty members evaluated one type of calendar but not both of them. Therefore, an analysis on percentage basis is here given:

Evaluations as a Common Calendar	Trimester	Quarter
Definitely good	13.8%	38.9%
Merits consideration	49.0	37.9
Possible, but difficult	20.2	15.3
Should not be considered	17.0	7.9
	100.0(%)	100.0(%)

B. Statistical Results of Survey. On the next 4 pages, statistical tabulations of the data on the 258 returned questionnaires are reported.

TABLE I. STATISTICAL RESULTS OF SURVEY

A. Distribution of Source of Returned Questionnaires

	Identity of Faculty											
	AA	A-S & Grad. Sch.	Educ.	Phar.	N.& H.	Eng.	Univ.Coll.	Law	Med.	B.Ad.	Misc.	Total
Number of Questionnaires Returned	16	67	29	6	17	44	6	6	17	41	9	258

B. Preliminary Information

		Identity of Faculty										
Category	AA	A-S & Grad. Sch.	Educ.	Phar.	N.& H.	Eng.	Univ.Coll.	Law	Med.	B.Ad.	Misc.	Total
1. Years of Service												
0-5	6	14	7	1	10	14	6	1	2	14	3	78
5-10	1	9	13	2	4	6	0	3	1	9	2	50
10-15	5	22	2	2	3	12	0	2	2	11	2	63
15-20	1	4	1	0	0	1	0	0	1	3	0	11
20+	3	18	6	1	0	11	0	0	11	4	2	56
2. Teaching Sem.	3	38	14	4	5	17	2	1	7	23	2	116
Elsewhere Tri.	0	2	1	0	0	2	0	0	3	1	0	9
Q'ter	2	12	7	1	1	5	0	0	1	10	2	41
Other	0	3	0	0	0	2	0	0	0	0	0	5

TABLE I Continued.

C. Faculty Evaluations of Instructional Terms of Varying Types

Types of Terms	Codes	Identity of Faculty: AA	A-S & Grad. Sch.	Educ.	Phar.	N.& H.	Eng.	Univ. Coll.	Law	Med.	B.Ad.	Misc.	Total
Semester	A	5	38	8	0	3	7	2	5	4	9	1	82
	B	2	20	11	6	3	15	3	0	7	21	3	91
	C	0	3	2	0	1	11	1	0	1	3	1	23
	D	5	0	0	0	1	8	0	0	0	5	0	19
Trimester	A	2	6	2	0	0	13	0	0	1	3	0	27
	B	6	33	6	5	2	16	4	0	1	16	1	90
	C	2	8	4	1	2	5	1	1	5	7	2	38
	D	5	5	2	0	1	4	0	1	1	8	0	27
Quarter	A	3	8	4	6	6	9	2	1	4	21	1	65
	B	1	13	8	0	3	19	1	0	3	8	2	58
	C	7	25	5	0	1	8	2	0	2	7	0	57
	D	1	9	0	0	0	2	1	1	1	2	1	18
Short Term	A	5	0	2	0	0	7	0	0	0	2	0	16
	B	1	1	3	0	2	3	1	0	0	6	0	17
	C	1	5	7	0	0	8	1	1	1	8	0	32
	D	5	43	4	6	5	20	3	1	6	23	3	119

Code for Faculty Evaluations of Instructional Terms.

A. Optimum
B. Good
C. Adequate
D. Poor

TABLE I Continued.

D. Faculty Evaluations of Scheduled Examination Periods at End of Term

Types of Terms	Codes	Identity of Faculty: AA	A-S & Grad. Sch.	Educ.	Phar.	N.& H.	Eng.	Univ. Coll.	Law	Med.	B.Ad.	Misc.	Total
Semester	A	4	50	12	4	4	22	4	2	7	30	2	141
	B	1	9	8	2	4	8	2	0	1	8	1	44
	C	4	3	2	0	2	9	0	0	3	0	1	24
	D	2	2	0	0	0	0	0	0	0	0	0	4
Trimester	A	2	38	11	4	3	15	5	1	3	27	2	111
	B	3	8	4	1	2	13	1	0	0	9	1	42
	C	4	3	1	0	0	9	0	0	2	0	0	19
	D	3	2	0	0	0	0	0	0	0	0	0	5
Quarter	A	1	38	10	5	4	12	4	0	2	28	2	106
	B	3	9	5	1	3	13	2	1	4	6	0	47
	C	5	[illegible]	3	0	2	14	0	0	2	1	1	34
	D	3	2	1	0	0	0	0	0	0	1	0	7
Short Term	A	2	24	9	0	2	1	2	0	0	21	2	63
	B	1	8	4	0	1	11	0	0	0	4	0	29
	C	3	7	1	2	3	8	1	1	4	2	0	32
	D	4	4	2	3	0	18	0	0	0	10	1	42

Code for Faculty Evaluations of Scheduled Examination Period.

A. Imperative
B. Desirable
C. Optional
D. Do not include

TABLE I Continued.

B. Faculty Evaluations of Calendar Types as Possible Common Calendar at U.C.

Types of Terms	Codes	Identity of Faculty: AA	A-S & Grad. Sch.	Educ.	Phar.	N.& H.	Eng.	Univ. Coll.	Law	Med.	B.Ad.	Misc.	Total
Semester	A	2	19	6	0	4	3	1	5	3	3	0	46
	B	0	18	4	0	2	5	2	0	5	8	0	44
	C	2	13	1	5	0	14	1	0	0	16	2	54
	D	9	5	4	0	0	18	0	0	0	10	1	47
Trimester	A	3	6	2	0	0	10	0	0	0	5	0	26
	B	5	36	8	6	2	18	2	1	2	9	3	92
	C	2	7	3	0	4	8	1	1	0	12	0	38
	D	5	6	3	0	0	7	0	0	3	7	1	32
Quarter	A	2	16	4	6	3	16	1	1	4	23	3	79
	B	7	22	10	0	7	17	2	0	3	9	0	77
	C	5	10	2	0	1	6	1	1	1	3	1	31
	D	0	7	3	0	0	3	0	0	1	2	0	16
Short Term	A	2	0	2	0	0	2	0	0	0	1	0	7
	B	4	0	0	0	0	9	0	1	0	4	0	18
	C	2	2	2	0	0	8	0	0	1	9	0	24
	D	3	46	10	6	8	20	?	1	3	21	4	125

Code for Faculty Evaluation of Calendar Types as Possible Common Calendar.

A. Definitely good
B. Merits special consideration
C. Possible but difficult
D. Should not be considered

C. Faculty Comments and Criticisms. The faculty members sent in a wide range of comments on common calendar and various types of calendars. The following direct quotations have been taken from the questionnaires:

Trimester best from co-operative viewpoint.

Six-eight week terms only ones feasible for co-operatives.

Trimester or Quarter seems the best compromise. (Many)

Trimester best compromise -- Quarter too costly/or short.

Quarter only possible compromise.

Trimester best -- periods too brief in the Quarter.

Semester, Trimester, Quarter are all good.

Quarter best, but am opposed to change.

Quarter too short.

Trimester best; Quarter too short for advanced work.

Quarter is a natural division.

Trimester requires only a slight adjustment.

More flexibility and better range of offerings possible under Quarter.

Quarter is a game of "musical chairs."

Trimester most difficult to implement.

Trimester is a compressed semester.

Quarter has an optimum period of instruction.

Trimester and Quarter merit the most serious study.

Any system but the semester will lower standards of graduate work.

Quarter only common calendar obviously feasible.

Quarter is best way to co-ordinate co-operative and non-co-operative work.

Quarter only workable plan for co-operative colleges.

Would like to see trimester plan in action.

Common calendar is not feasible or desirable.

Common calendar for U.C. would be most difficult to put into effect.

Facilities would be used more fully on a four-quarter plan.

Quarter adaptable to all colleges.

Quarter offers more flexibility in planning a student's program.

Trimester best meets administrative problems.

Trimester out of step with other schools.

Quarter involves too much redesigning of courses.

Trimester would make transition with least effort and trouble.

Study too concentrated in quarter plan.

Found no trouble working with either semester, quarter or trimester.

Quarter undesirable if summer vacations include a large part of September.

Cannot conceive of the possibility of a common calendar at U.C.

Quarter will require a complete changeover of courses.

Quarter will result in better performance from students.

D. Survey of Opinion through Faculty, Staff and Student Conferences. When the basic questionnaire was distributed, it was made known that, upon request, members of the Feasibility Committee were available for personal conferences with departmental and other faculty and staff groups. The chairman of the Committee approached the Student Council directly and suggested that a conference would be of benefit to the Committee and might serve the interests of the Council. The suggestion was accepted; the conference was held.

1. Faculty and Staff Conferences. With every member of the Feasibility Committee participating, fifty-six departmental and other group conferences were held with faculty and staff members. No particular formula or pattern was followed. There was a free and open exhhange of information, with the members of the Committee receiving far more than they were in position to give. In effect, the conferences supplemented and extended the information that had been set down on the questionnaires. Many of the items included in Chapter I as objections and objectives were developed or confirmed in the conferences.

The Conferences achieved their purpose -- to provide full opportunity for faculty and staff members to inform the Feasibility Committee on every point concerning which they had facts, opinions, objections and recommendations relating to calendar. No requested conference was denied; every appointment was fulfilled. The committee members benefited greatly from the conferences, results of which form an important part of the study, its conclusions and its recommendations.

2. Student Conferences. Formal conferences with students began with the meeting of Student Council on 30 January, 1961. The Committee Chairman had previously met with the Executive Committee of Council to discuss plans for the formal meeting. Council seemed to be more interested in the possibility of instituting a common calendar than in any particular type of calendar. Council was seeking information on the whole subject, especially when a calendar change might be introduced. Many questions were asked -- and answered.

The Committee Chairman asked advice on how best to reach representative student groups of the several undergraduate colleges. The answer was direct and immediate: Through the several Tribunal officers and members. Subsequently, two meetings with the Tribunals were held -- one with Tribunals of co-operative colleges, the second with Tribunals of semester colleges. In these meetings, discussions followed those with Student Council. The student interest was obviously explored and advanced.

On request of the organizations other student meetings were held with the members of the Omicron Delta Kappa Circle and with the Interfraternity Council. When suggestions were asked for in the meeting with ODK, it was strongly recommended that a series of articles on various calendar types and the work of the calendar committees be prepared and published in the News Record. This was done as recommended, Subsequent comment leads the Committee to conclude that the recommendation was of significant value in developing a clearer understanding of the whole subject of calendar and possible calendar change.

Student inquiries and discussions developed a series of points which particularly concerned them. Student interests centered mainly on the effect a possible calendar change might have (a) on student employment (from students in both semester and co-op colleges), (b) on campus or extracurricular activities, (c) on tuition costs, and (d) on cross-registration among colleges. All of these factors were considered by the Committee on Feasibility when studying the various types of calendars. Students presented their ideas in the form of direct statements and inquiries. The main points were the following:

a. The short-term instructional period is too short for best results. Advantages of a longer period on campus are made evident when co-operative students "double section."

b. For years, students have wanted to cross-register for courses in colleges other than their own. They will welcome any plan that will make this opportunity far more available than is now possible.

c. Many employers ask why U.C. students have short employment periods in comparison with co-operative students from other institutions.

d. Longer instructional periods will make fewer section changes per year. Hence, operation of residence halls and other housing centers could be made more efficient. Inasmuch as more than half of the students are in co-operative colleges, this point has real weight.

e. The seven-week term followed by a section change does tend to equate expense and income in a satisfactory manner; further, repeating a course when necessary would be easier to arrange than if a longer period were involved.

f. Any new calendar should not be "out of step" with the vast majority of American colleges and universities. The split-trimester schedule is awkward at best.

g. Extending classes until a day or two before Christmas is not good. Students who want to work are compelled to miss a week of classes or are denied the privilege. Even if no new type of calendar is adopted, the present ones should be changed so as to avoid what seems to be an unfair and unnecessary arrangement.

h. The Committee should give serious consideration to costs. Many of the students, along with their families, are burdened now. Calendar change should come, but not at an increased cost to students.

i. Fraternity and sorority houses are seriously concerned with calendar or schedule change. Their chapters should be given ample time in which to plan for a possible change.

j. Thought should be given to a plan for advance registration or registration by mail.

k. Any new calendar should include a regularly established examination period at the end of each term.

l. A new calendar would desirably end each of its several terms before regular holidays begin.

CHAPTER III. DEFINITIONS AND CONCEPTS

It soon became obvious to the members of the Committee on Feasibility that clear, concise definitions of terms were needed. It was also apparent that the merits of various types of calendars, and modifications within each of these several calendars, would need careful consideration. This need would become especially imperative if a feasible common calendar were to be found or developed for the University. The definitions and concepts, as understood and used in the study, are herewith reported.

A. Definitions.

1. Academic Year. A twelve-month period beginning 1 September and extending through the following 31 August. This corresponds to the present fiscal year at the University.

2. Instructional Period. The number of days or weeks beginning with the first day of classes and terminating on the last day of scheduled examinations. In later discussion the examination period is spoken of separately. Obviously the instructional year is a combination of all instructional periods from 1 September through the ensuing 31 August.

3. Registration and Orientation Periods. The days that are reserved prior to the start of the instructional period for formal registration and orientation of freshmen and other new students.

4. Examination Period. The days at the end of an instructional period which are reserved for scheduled examinations.

5. Semester. An instructional period of approximately 16 weeks (including scheduled examinations). Two semesters commencing in September and continuing into June traditionally constitute the normal period of instruction in an academic year.

6. Trimester. An instructional period of approximately 15 weeks (including examinations). Three trimesters are offered during the academic year which begins in early September and terminates in mid-August. The third trimester could be optional.

7. Quarter. An instructional period of 10 to 12 weeks (including examinations). Four quarters are offered during the academic year.

8. Short Term. An instructional period of 6 to 8 weeks. Six terms are offered during the academic year.

9. Split-Trimester. An instructional period of 14 weeks divided into two 7-week units. (A unique U.C. feature, in the co-operative colleges in which students spend one 7-week period in school, followed by a period in co-operative employment.)

10. Summer Terms. The several instructional periods or terms which constitute the time schedule of the Summer School. The terms are of varying lengths, extending from 1 to 6 weeks. They frequently overlap; some very short terms lie wholly within the schedule of a longer term.

11. A Single Instructional Period. An instructional period which begins in September and extends over the ensuing 9, 10 or 11 months.

B. Concepts. While the different types of calendars to be examined were defined early in the study, the members of the Committee postponed comparative discussion of them until the basic objectives of a common calendar could be formalized. Once established, these objectives for a common calendar at the University of Cincinnati (see Chapter I) were employed as the standard for determining the feasibility of each proposed calendar as it would function at the University of Cincinnati. Following is a discussion of the advantages and disadvantages of the various calendars considered and rejected by the Committee on the basis of the aforementioned basic objectives:

1. Single Instructional Period. This type of calendar would offer an instructional period of maximum length, up to 11 calendar months. It would provide for the least possible loss of instructional time due to registration periods, orientation of new students or scheduled examinations, which may not fall at a logical time in relation to the subject matter of the course.

This type of calendar is now used in certain research programs at the University of Cincinnati. An obvious disadvantage is the lack of flexibility provided by the single-term calendar. It would be impossible for the co-operative programs to operate with an instructional period of this length. Further, the content of many courses would not lend itself to such inflexibility.

A one-period-a-year calendar was not given serious consideration as a common calendar for this campus except as a possible alternative for several of the advanced professional programs such as the clinical years in medicine.

2. Short-Term Instructional Period. An instructional period of six to eight weeks is currently employed in the co-operative programs. The members of the Committee concluded that a period of this length would be too abbreviated to meet the requirements of most instructional programs at the University. Many faculty members in the Colleges of Engineering and Business Administration expressed the desire to change from a short to a longer instructional period. Short terms require frequent changes. The mechanics of course administration deprive both student and instructor of valuable time which can better be spent in academic pursuits.

For the above reasons, the members of the Committee did not consider a short-term period to be suitable as a possible common calendar.

Several optional arrangements were found possible by combining short terms with adjacent instructional periods of longer duration. These options are discussed separately under "Trimester" and "Semester." However, they, too, were not approved.

3. Semester. With only casual consideration of the traditional semester as it exists at present on this campus as a basis for a common calendar, it was at once apparent that the instructional period was of sufficient length to provide the student with opportunity for carrying a five-course load and the instructor with adequate time for teaching. By far the greatest common experience of our faculty has been with the semester system. Should the University adopt the semester as a common calendar, it would be "out of phase" with but a few of its sister institutions. The present Summer School would remain unchanged for all but the co-operative programs. These co-operative colleges would split the summer session into two identical short terms and so provide the two co-operative sections with a common academic and employment experience.

However, the adoption of the semester calendar for the whole University would ignore the difficulties inherent in any semester schedule and would increase the problems of the co-operative colleges. The unnatural breaks in the sessions of the semester, the lame-duck class periods of two weeks following Christmas vacation and several weeks following the spring vacation, would continue. Such timing of vacation periods is not in the best interests of either faculty or students; for many the specter of the last hurried round of classes followed by examinations leaves little freedom for enjoyment of their vacation. For those students who are employed or who seek employment during vacation periods -- and many must do so to earn their tuition money -- the opportunities for a holiday job are lost because the Christmas recess begins so late in December. It would be difficult at best under the semester system to provide the same set of courses each semester; such a situation would make it impossible for both sections in the co-operative colleges to have equal opportunities for electives. Although the faculty in the present semester colleges would have the opportunity to accept or reject teaching during the summer terms, no such choice could be provided the faculty of the co-operative colleges without a large increase in staff. The problems inherent in meeting the requirement of accreditation committees for an adequate number of hours of instruction and of industry for adequate uninterrupted job coverage demand that the co-operative colleges teach during the summer terms. Variations in faculty teaching loads and vacation periods, an ever-present problem under our multiple calendar system, would still exist.

Equally undesirable is the situation as it applies to the co-operative students themselves who would be deprived of large segments of university life and their accompanying unique opportunities both social and scholastic for an undesirably long period of time. A common calendar based on a semester program would place the unusual burden on a co-operative student of being forced to adjust to both a semester system and a short-term summer schedule with their varying lengths of instructional periods, different course loads and contrasting teaching techniques.

A common University calendar based on the semester would not provide either faculty or students with equal choice or opportunity nor meet all the requirements that accreditation committees and industry require of the co-operative plan of education.

4. Trimester. It becomes apparent that a common calendar must be based on a term whose length is intermediate between the seven- and sixteen-week terms. One possibility which the faculty as a whole felt was worthy of consideration was the trimester. This system divided the academic year into three periods of fifteen weeks (fourteen weeks of classes, one week of scheduled examinations). Utilizing the academic year 1960-1961 as an example, orientation would be 9/5-9/9, first (Autumn) trimester 9/12-12/16, examinations 12/19-12/23, Christmas vacation 12/23-1/8, second (Winter) trimester 1/9-4/14, examinations 4/17-4/21, spring vacation 4/22-4/30, third (Spring) trimester 5/1-8/4, and examinations 8/7-8/11. Summer vacation would extend from 8/12 to 9/4.

The trimester calendar would require the least modification of any of the present courses whether they now be given in the semester of sixteen weeks or in seven-week terms. The trimester would fit the academic calendar extremely well, best utilizing the period between Labor Day and Christmas. It would provide for student employment over the Christmas holidays and would eliminate the lame-duck sessions of the semester calendar by placing vacations at the completion of instructional periods in conjunction with the traditional Christmas and Spring vacation periods. The trimester would permit students to complete their undergraduate education in three years if they so desired (eight trimesters in two and two-thirds years) and would greatly increase the efficient utilization of the present physical plant. The trimester would provide the co-operative colleges with alternate work and study periods of a length commensurate with good teaching practices and yet meet the requirements by industries for a longer work period. On a straight trimester, sections in co-operative colleges would alternate sessions on campus during consecutive years, and in the end would have provided students with equal opportunity to benefit from the year-round social and cultural aspects of the University.

Dividing the third trimester into two seven-week terms would eliminate the alternate sessions on campus and the difficulties envisioned by the co-operative colleges of having students in school two trimesters one year and only one trimester the following year. Such a division, however, would immediately present these colleges, their faculty and students with the same problems encountered in a similar division suggested above for the semester calendar.

Other problems are encountered in the straight trimester system. Cutting content of a sixteen week course into a fifteen weeks will be difficult. A drastic re-scheduling of courses would have to be made to accommodate those students in the present semester programs who wish to attend college three trimesters a year. The trimester plan, by increasing the number of weeks of teaching per year, would necessitate an adjustment in faculty numbers and salaries. The University of Pittsburgh, which has been operating on the trimester

system for two years, encountered considerable additional expenses and found that the trimester calendar is costly even though it increases plant efficiency. In addition, the faculty and students at Pittsburgh say that they are "hurried." Under the trimester system, it is felt that the work period would be too long and the academic program in the co-operative colleges would suffer as a result. Finally, the trimester system would require a separate Summer School. It would also put the University of Cincinnati "out of phase" with most of its sister institutions.

To summarize, it is felt that although the trimester system has much to offer as a common calendar, the adjustments of all of the colleges involved plus the prohibitive increase in University operating expenses eliminated this system from further consideration.

C. Final Decision on Calendar. Through the process of elimination on the one hand and of positive study on the other, the Committee on Feasibility came to the firm conviction that the quarter system would best serve the University as a common or basic calendar. This decision comprehended the many compromises and adjustments that students, faculty and administration must accept if the University is to move from its present operation on many calendars to one based on a common calendar. Because of its vital importance to all concerned, a detailed report on the study of the Quarter Calendar will be presented separately in the following chapter.

CHAPTER IV. THE QUARTER CALENDAR

A. Introduction. Once the Committee on Feasibility was convinced that a Quarter Calendar would best serve the University as a basic or common calendar, the next task was to design several schedules which would accommodate both co-operative and full-time programs of study and training A variety of schedules was carefully studied and applied to theoretical operation of the University. All but two of the schedules were rejected.

A further decision provided that the four quarters would be of 11, 11, 10 and 10 weeks respectively. It was apparent that these instructional periods would establish an acceptable compromise between the semester of 16 weeks and the split-trimester of 7 weeks.

B. Reasons for a Quarter Calendar at U.C. In general, the Committee believes the following major points recommend the quarter system as a common calendar for all undergraduate and most graduate and professional programs:

1. The Quarter Calendar would require little adjustment in faculty time or salary, inasmuch as the plan would retain present schedules in 3 quarters, 32 weeks for semester colleges and in 4 quarters, 42 weeks for the co-operative colleges. Major adjustments would have been necessary in a trimester plan.

2. It would provide for efficient use of faculty time and of building and service facilities, inasmuch as all programs begin and end at the same time and have the same vacation periods. This is not now possible, but would be true if a common calendar were adopted. It would solve the problem of colleges which operate on 2 systems, as do Business Administration and Applied Arts.

3. It would provide a desirable maximum of study and training time for the complete calendar year; namely:

   a. It would increase instructional periods in the co-operative colleges; it would avoid the segmentation of courses into 7 weeks or less. It also would provide a longer period for on-the-job training, but not so long as to cause the student to lose interest in school.

   b. It would permit continuity in the semester colleges for 3 quarters (instead of 2 semesters). The extra examination period would be a welcome alternative to the mid-term reports now in use. Continuity can be secured easily in upper class courses in which there is only one section. By a system of rigid sectioning it would accomplish the same thing for the freshman-sophomore years.

c. It would permit semester colleges to change to a year-round basis, if and when it becomes necessary. Otherwise, the Summer School as now constituted can serve to supplement regular programs and meet teachers' requirements.

d. It would provide continuity for three quarters in a graduate course, and allow an uninterrupted summer for research.

4. It would provide a flexibility in schedules of instruction.

a. Class meetings could be arranged for 3, 4, or 5 times a week -- or could be concentrated into 2. Those courses which need time for outside reading could be scheduled for fewer contact hours; those courses which need a greater number of contact hours could be scheduled for meeting 5 times a week. Such variations could also accelerate the completion of a course, if so desired.

b. It would permit departments to make seasonal use of the year. Botany and Geology departments could use natural divisions of autumn, winter and spring; it would fit in with the present physical education program of autumn, winter and spring schedules.

c. It would permit the College of Pharmacy to arrange a more satisfactory "job-training" program for its students.

d. It would fit in with the new Nursing and Health 10-week summer work program concurrent with class meetings.

e. It would allow intercollege programming of courses, but would also permit a college to maintain its own special interest courses. Thus it could reduce needless duplication and, through cross-registration would provide greater variety of electives in some programs.

5. It would provide for one orientation program instead of several in the autumn.

6. It would provide a week of scheduled examinations at the end of each instructional period. This has been lacking in short-term programs.

7. It would provide uniform periods for all colleges; it thus would provide better records for transfer, for national reports, and would make possible the same standard of eligibility for honoraries and other fraternities in all colleges.

8. It would make possible registration by mail, after the freshman year. Thus advising and pre-registration would become more meaningful.

9. It would enable semester colleges to eliminate the incompetent student earlier in the year, but would give a period long enough for a student to adjust. Thus a misplaced student could change or transfer more quickly.

10. It would provide a spring holiday midway between Christmas and graduation; it would spread holidays, but permit an adequate break between terms.

11. It would meet the time requirement of the Engineering accrediting association, if freshmen were to be in attendance full time the first year. Other co-operative colleges could start work after 2 quarters, if they so decided. This would aid coordinators in their work.

12. The problem of Practice Teaching in the School of Education could be met by a careful scheduling of the second quarter in which the teaching groups change from one assignment to another. In any case, student teachers would have to begin their field work before the opening of the Autumn Quarter of the University; likewise they would end their student teaching for the year after the close of the Spring Quarter in the following June.

C. Two Recommended Schedules or Plans under the Quarter Calendar. As previously noted, the Committee studied several different schedules applicable to the Quarter Calendar, two of which were approved for recommendation as a common calendar. These are herewith designated as:

Plan A, First Choice

Plan B, Second Choice

The two plans differ considerably on several counts, as follows:

1. The beginning and ending dates of both the instructional year and of individual instructional terms.

2. The placement of holiday periods.

3. The use of holiday periods to separate or divide instructional periods.

The remainder of this section will be devoted to the following detailed calendar exhibits:

I. A detailed layout of Quarter Plan A for the academic year 1961-1962.

II. A detailed layout of Quarter Plan B for the academic year 1961-1962.

III. A more general layout of Quarter Plan A for the academic years 1961-1962 through 1966-1967.

IV. A more general layout of Quarter Plan B for the academic years 1961-1962 through 1966-1967.

V. A quarter system for the present full-time semestral colleges.

VI. A quarter system for the present co-operative colleges (5-year program).

NOTES: (a) In all cases, a week is established as beginning on Monday and extending through the following Saturday Noon. In counting vacation days, Sundays are not included.

(b) Length of Quarters for freshmen: 12, 11, 10, 10 weeks.
Length of Quarters for non-freshmen: 11, 11, 10, 10 weeks.

(c) The count of days in each quarter is the number of actual instructional and examination days in that quarter.

I. Quarter Plan A: Detailed Calendar for the Academic year of 1961-62

	Calendar Period	No. of Days
Freshman Orientation-Registration	25-30 Sept.	6
Non-freshman registration	28-29 Sept.	2
FIRST QUARTER (AUTUMN)	2 Oct.-16 Dec.	63
Thanksgiving Vacation	23-25 Nov.	3
Examination Period	11-16 Dec.	6
Christmas Holidays	18 Dec.-2 Jan.	14
Co-op Sec. I Vacation	18-23 Dec.	6
Co-op Sec. II Vacation	25 Dec.-2 Jan.	8
SECOND QUARTER (WINTER)	3 Jan.-17 Mar.	62
Registration	3 Jan.	1
Holiday	22 Feb.	1
Examination Period	12-17 March	6
Spring Holidays	19-24 Mar.	6
Co-op Section II Vacation	19-24 Mar.	6
THIRD QUARTER (SPRING)	26 Mar.-2 June	58
Registration	26 Mar.	1
Holiday	30 May	1
Examination Period	28,29,31 May;1-2 June	5
Annual Commencement	8 June	
FOURTH QUARTER (SUMMER)		
Option A	11 June-18 Aug.	58
Commencement Holiday (Section I)	4-9 June	6
Registration	11 June	1
Holiday	4 July	1
Examination Period	13-18 Aug.	6
End-of-Year Holiday	20 Aug.-29 Sept.	36
Sec. II	20 Aug.- 8 Sept.	18
Sec. I	10 Sept.-29 Sept.	18
Option B	4 June-11 Aug.	58
Registration	4 June	1
Holiday	4 July	1
Examination Period	6-11 Aug.	6
End-of-Year Holiday	13 Aug.-29 Sept.	42
Sec. II	13 Aug.- 1 Sept.	18
Sec. I	3 Sept.-29 Sept.	24

II. Quarter Plan B: Detailed Calendar for the Academic Year 1961-62

	Calendar Period	No. of Days	
Labor Day	4 Sept.		
Freshman Orientation-Registration	5-9 Sept.		5
Non-freshman registration	7-8 Sept.		2
FIRST QUARTER (AUTUMN)	11 Sept.-22 Nov.	63	
Examination Period	16-22 Nov.		6
Autumn Holidays	23 Nov.-2 Dec.	9	
Sec. I Vacation			
SECOND QUARTER (WINTER)	4-20 Dec.		14
	4 Jan.-3 Mar.		47
Registration	4 Dec.		1
Christmas Holidays (Sec. II)	21 Dec.-3 Jan.	12	
Holiday	22 Feb.		1
Examination Period	26 Feb.-3 Mar.		6
Spring Holidays	5-10 Mar.	6	
Sec. II Vacation			
THIRD QUARTER (SPRING)	12 Mar.-19 May	59	
Registration	12 Mar.		1
Examination Period	14-19 May		6

Regular year ends for all non-co-op programs and senior co-op students on 19 May.

Commencement Holidays	21-26 May	6	
Sec. I Vacation			
Annual Commencement	25 May		
FOURTH QUARTER (SUMMER)	28 May-4 Aug.	57	
Registration	28 May		1
Holiday	30 May		1
Holiday	4 July		1
Examination Period	30 July-4 Aug.		6
End-of-Year Holiday	6 Aug.-8 Sept.	30	
Sec. II Vacation	6-18 Aug.		12
Sec. I Vacation	20 Aug.-8 Sept.		18

III. SIX YEAR CALENDAR

Quarter Plan A

Orient. Regist.	Quarter I	Vacat.	Quarter II	Vacat.	Quarter III	OPTION A Vacat.	OPTION A Quarter IV	OPTION A Summer Vacat.	OPTION B Quarter IV	OPTION B Summer Vacat.
9/25 - 9/30 1961	10/2 - 12/16	12/18 - 1/2 (2 wks)	1/2 - 3/17 1962	3/19 - 3/24	3/26 - 6/2	6/4 - 6/9	6/11 - 8/18	8/20 - 9/29 (6 wks)	6/4 - 8/11	8/13 - 9/29 (7 wks)
9/24 - 9/29 1962	10/1 - 12/15	12/17 - 1/5 (3 wks)	1/7 - 3/23 1963	3/25 - 3/30	4/1 - 6/8	6/10 - 6/15	6/17 - 8/24	8/26 - 9/28 (5 wks)	6/10 - 8/17	8/19 - 9/28 (6 wks)
9/23 - 9/28 1963	9/30 - 12/14	12/16 - 1/4 (3 wks)	1/6 - 3/21 1964	3/23 - 3/28	3/30 - 6/6	6/8 - 6/13	6/15 - 8/22	8/24 - 10/3 (6 wks)	6/8 - 8/15	8/17 - 10/3 (7 wks)
9/28 - 10/3 1964	10/5 - 12/19	12/21 - 1/2 (2 wks)	1/4 - 3/20 1965	3/22 - 3/27	3/29 - 6/5	6/7 - 6/12	6/14 - 8/21	8/23 - 10/2 (6 wks)	6/7 - 8/14	8/16 - 10/2 (7 wks)
9/27 - 10/2 1965	10/4 - 12/18	12/20 - 1/1 (2 wks)	1/3 - 3/19 1966	3/21 - 3/26	3/28 - 6/4	6/6 - 6/11	6/13 - 8/20	8/22 - 10/1 (6 wks)	6/6 - 8/13	8/15 - 10/1 (7 wks)
9/26 - 10/1 1966	10/3 - 12/17	12/19 - 1/2 (2½ wks)	1/3 - 3/18 1967	3/20 - 3/25	3/27 - 6/3	6/5 - 6/10	6/12 - 8/19	8/21 - 9/30 (6 wks)	6/5 - 8/12	8/14 - 9/30 (7 wks)

IV. SIX YEAR CALENDAR

Quarter Plan B

Orient. Regist.	Quarter I	Vacat.	Quarter II	Xmas Vacat.	Quarter II(contd)	Vacat.	Quarter III	Vacat.	Quarter IV	Vacat.
9/5 - 9/8 1961	9/11 - 11/22	11/23 - 12/2	12/5 - 12/20 (2½wks)	12/21 - 1/3 1962	1/4 - 3/3	3/5 - 3/10	3/13 - 5/19	5/21 - 5/26	5/29 - 8/4	8/6 - 9/1
9/4 - 9/7 1962	9/10 - 11/21	11/22 - 12/1	12/4 - 12/19 (2½wks)	12/20 - 1/2 1963	1/3 - 3/2	3/4 - 3/9	3/12 - 5/18	5/20 - 5/25	5/28 - 8/3	8/5 - 9/2
9/3 - 9/6 1963	9/9 - 11/23	11/25 - 11/30	12/3 - 12/21 (3 wks)	12/23 - 1/4 1964	1/6 - 2/29	3/2 - 3/7	3/10 - 5/16	5/18 - 5/23	5/25 - 8/1	8/3 - 9/7
9/8 - 9/11 1964	9/14 - 11/25	11/26 - 12/5	12/8 - 12/19 (2 wks)	12/21 - 1/2 1965	1/4 - 3/6	3/8 - 3/13	3/16 - 5/22	5/24 - 5/29	6/1 - 8/7	8/9 - 9/6
9/7 - 9/10 1965	9/13 - 11/24	11/25 - 12/4	12/7 - 12/18 (2 wks)	12/20 - 1/1 1966	1/3 - 3/5	3/7 - 3/12	3/15 - 5/21	5/23 - 5/28	5/31 - 8/6	8/8 - 9/5
9/6 - 9/9 1966	9/12 - 11/23	11/24 - 12/3	12/6 - 12/21 (2½wks)	12/22 - 1/4 1967	1/5 - 3/4	3/6 - 3/11	3/14 - 5/20	5/22 - 5/27	5/31 - 8/5	8/7 - 9/4

V. A QUARTER SYSTEM OR PLAN FOR THE PRESENT SEMESTRAL COLLEGES

YEAR	QUARTER I	QUARTER II	QUARTER III	SUMMER SCHOOL (Summer Quarter)	TOTAL 3 QUARTERS	TOTAL 4 QUARTERS
FRESHMAN	12 weeks	11 weeks	10 weeks	10 weeks (Optional)	33	43
SOPHOMORE	11 weeks	11 weeks	10 weeks	10 weeks (Optional)	32	42
JUNIOR	11 weeks	11 weeks	10 weeks	10 weeks (Optional)	32	42
SENIOR	11 weeks	11 weeks	10 weeks		32	
				TOTAL	129	127

Notes: (1) If a student elected to take 3 Quarters/year, his normal requirements would be completed in four years, for a total of 12 Quarters.

(2) If a student elected to take 4 Quarters/year, his normal requirements would be completed in three years, also for a total of 12 Quarters.

(3) The Summer Quarter is listed in Column 5 above inasmuch as the College of Pharmacy is seriously considering changing its calendar to the quarter plan in order to introduce a co-operative type of training beyond the freshman year.

VI. A QUARTER SYSTEM OR PLAN FOR THE PRESENT COOPERATIVE COLLEGES

YEAR	QUARTER I	QUARTER II	QUARTER III	QUARTER IV	TOTAL (Sec. I)	TOTAL (Sec.II)
FRESHMAN	Section I, II 12 weeks	Section I, II 11 weeks	Section I, II 10 weeks	Section I, II 10 weeks	43	43
SOPHOMORE	Section I 11 weeks	Section II 11 weeks	Section I 10 weeks	Section II 10 weeks	21	21
PRE-JUNIOR	Section I 11 weeks	Section II 11 weeks	Section I 10 weeks	Section II 10 weeks	21	21
JUNIOR	Section I 11 weeks	Section II 11 weeks	Section I 10 weeks	Section II 10 weeks	21	21
SENIOR	Section I 11 weeks	Section II 11 weeks	Section I, II 10 weeks		21	21
				TOTAL	127	127

Note: (1) Two variations of the above system are possible: (a) To have the freshmen go three Quarters only and begin their cooperative work at the beginning of the Sophomore year--this would reduce in-residence weeks to 117, (b) To have the freshmen begin cooperative work at the beginning of the third Quarter--this also reduces in-residence weeks to 117.

(2) The normal school-work sequence of weeks under the two Quarter Plans recommended is:

Quarter Plan A	Section I :	School - 11	Work - 13	School - 10	Work - 13
	Section II:	School - 11	Work - 11 or 10	School - 10	Work - 15 or 16
Quarter Plan B	Section I :	School - 11	Work - 14	School - 10	Work - 12
	Section II:	School - 11	Work - 11	School - 10	Work - 15

D. Comparison of Quarter Plan A and Quarter Plan B. In addition to the advantages listed for quarter calendars in general, the comparisons of the two quarter systems recommended are presented below, as advantages of Plan A and of Plan B. In most instances, an advantage of one would be a disadvantage of the other.

1. Quarter Plan A (First Choice):

a. It completely eliminates the lame-duck sessions which have troubled the semestral colleges.

b. As a University calendar, it most nearly fits the present two instructional periods of the semestral colleges.

c. No quarter is split by a long vacation. The three-day Thanksgiving vacation cannot be considered long.

d. It more nearly fits the athletic programs of autumn and winter sports.

e. Christmas vacation is divided equally between the two co-operative sections.

f. It provides a spring vacation midway between Christmas and Commencement.

g. It provides more available time for student employment during the Christmas vacation period.

NOTE: Quarter Plan A carries one major objection: It provides a maximum of only 2-3 weeks of holiday in August, with a considerably longer holiday in September.

2. Quarter Plan B (Second Choice):

a. It provides a minimum of a week's break between quarters.

b. The Autumn Quarter begins a week after Labor Day; therefore, it utilizes the month of September for instructional purposes.

c. As a University calendar, it most nearly fits terminal dates of the present three terms of the co-operative colleges.

d. It provides maximum employment opportunities for students during the summer months, prior to Labor Day.

e. One section of co-operative students will have vacation on Thanksgiving Day; the other section on Christmas.

f. Thanksgiving vacation will terminate the first quarter and therefore will not disrupt work during this quarter.

g. There is less probability of having certain religious holidays interfere with orientation and registration in early September.

h. It provides the maximum vacation for full-time co-operative faculty.

i. Faculty members in present semestral colleges who teach in Summer School would have at least a month of vacation before the opening of Summer School, and at least two weeks in August and September before the Autumn term begins.

NOTE: Quarter Plan B carries two major objections: (1) the Christmas holidays divide the Winter Quarter into 2-week and 9-week segments; and (2) the 10-day division time between the Autumn and Winter Quarters combined with a 14-17 day Christmas holiday time releases students from classwork when the momentum of academic achievement has been initially established.

3. Concluding Statement. As can be seen by the foregoing comparison of the two schedules, the major points of disparity center around and stem from the beginning dates of the Autumn Quarter.

In Plan A, the Autumn Quarter begins fairly late, and ends at or near mid-December. Its instructional period is interrupted only by a 3-day Thanksgiving Holiday. The remaining 3 quarters contain no serious segmentation. An optional arrangement is suggested for beginning the fourth or Summer Quarter. Under Plan A, the instructional year ends (a) Option 1: in late August; or (b) Option 2: in mid-August.

In Plan B, instruction in the Autumn Quarter begins on Monday following Labor Day and ends with a week's break at the Thanksgiving holiday. The Christmas holiday divides the Winter Quarter into 2-week and 9-week segments. The instructional year ends at or near 5 August.

The Committee carefully studied these two schedules over an extended period and found their merits almost of equivalent value, even though they were in sharp contrast in several respects. At long last, the Committee resolved its study by:

Selecting Plan A, with its two optional beginning dates for the Summer Quarter, as First Choice, and

Selecting Plan B, with its earlier beginning and ending dates and a segmented Winter Quarter, as Second Choice.

A further recommendation on the two options under Plan A is presented in Chapter V, Page 39. Suffice it here to say that all colleges using the Summer Quarter, as such, should select or be required to schedule the same option.

CHAPTER V. OTHER SPECIFIC RECOMMENDATIONS

A. Preliminary Statement. The Committee on Feasibility, in its study, was concerned with developing and recommending an instructional calendar that would achieve uniformity among the several schools and colleges of the University. Because of the unique functions and problems involved, it was clearly recognized that four colleges would most likely be unable to follow all aspects of a common calendar: The College of Law, the clinical years of the College of Medicine, the Evening College and the Summer School.

B. Specific Recommendations. In Chapter IV recommendations concerning the adoption of a Quarter Calendar were given. Following in the present chapter are additional recommendations aimed at achieving a maximum amount of co-ordination and participation in the Quarter Calendar on the part of all schools, colleges and independent departments. The recommendations follow.

1. Recommendations Affecting Registration.

It is recommended that:

a. Law and Medicine. The College of Law and the College of Medicine (clinical years) so schedule their Autumn Registration that it may be completed well before registration of the schools and colleges on the Quarter Calendar.

b. Evening College. Autumn instruction in the Evening College begin at the same time as that of schools and colleges on the Quarter Calendar and that registration be held sufficiently in advance so as to make this practicable.

c. Summer School. The Summer School continue to schedule separate registration dates for its several regular and special terms, and other sessions.

2. Recommendations Affecting Holidays.

It is recommended that all schools and colleges of the University observe the same schedule of holidays. This does not necessarily imply that library facilities must be closed on or during such holiday periods. The Committee recognizes that it may be desirable that the main library, the law library, the medical library, and perhaps others be kept open for student and faculty use during such periods.

3. Recommendations Affecting University Commencements.

It is recommended that the two regular University Commencements continue as now scheduled: (a) In June, and (b) At the close of the Summer School. It is further recommended that all schools and colleges should present their candidates for graduation only at these two regularly scheduled commencements.

4. Recommendations Affecting the University System of Academic Credits.

a. Academic Grades or Marks. It is recommended that at the end of each instructional period, a final letter grade or mark be given for each course. This recommendation is meant to apply to all schools and colleges of the University and refers to the end of each quarter or other instructional period.

b. Uniform Credit Hours. The recommendations presented below have been spelled out in detail to make certain that meanings will be clearly understood. It is recommended that:

(1) All schools and colleges on the Quarter Calendar offer and publish only one type of academic credit, Quarter Credit (Hours), and that no publication or use of semester or 7-week term credits be permitted after the close of the 1963 Summer School.

An example of the general formula to be followed is this: One Quarter Credit (Hour) be allowed for each 50-minute period per week of classroom instruction (lecture) extending through a single quarter.

(2) The College of Law, the College of Medicine, the Evening College and the Summer School offer and publish all credits related to seminars, lectures, laboratories, etc., in terms of Quarter Credits (Hours).

The mathematical formula to be followed is this: One Quarter Credit (Hour) should be allowed for each ten or eleven 50-minute period spent in classroom instruction (lecture). Obviously reasonable adjustments will be required if fractions of high denomination are to be avoided.

c. Recommendations Affecting the Transition Period. Discussion on this topic more appropriately belongs in the implementation manual than in this report. However, the following recommendations should be noted at the present time:

(1) Permanent Records. Entries made on permanent records prior to 1 September, 1963, should not be altered because of calendar change. Later, when necessary to determine cumulative quality point averages of records containing both the former and the new credits, semester and term credits should be converted into Quarter Credits. This may be done by applying the appropriate conversion factor:

(a) The number of Semester Credits multiplied by three-halves (3/2) equals the number of Quarter Credits;* or

(b) The number of Term Credits multiplied by seven-tenths (7/10) equals the number of Quarter Credits.**

(2) Degree Requirements. It is recommended that new degree requirements become effective when the new system of academic credits is inaugurated, and not prior to September, 1963; that faculties make every effort to avoid penalizing students regarding degree requirements during the period of transition.

NOTE. The foregoing is presented because degree requirements usually are expressed in terms of total number of credits required and courses successfully completed.

5. Recommendation Affecting Uniformity in Scheduling the Fourth or Summer Quarter. It is recommended that, should Quarter Plan A be adopted, the University Administration determine whether Option 1 or Option 2 is to be scheduled by those colleges using the Quarter Calendar in its entirety. Consultation will be needed in reaching a decision, but all affected colleges should be on the same time schedule for the Summer Quarter.

6. Recommendation Affecting Accreditation and Licensure. It is recommended that any changes relating to accreditation and licensure be reported by the Deans of the affected colleges to the appropriate organizations or boards.

7. Recommendation Affecting the Establishment of Standing Committee on University Calendar. It is recommended that the President of the University establish a permanent or standing Committee on University Calendar. This committee should be created whether or not a change of calendar is made. Details regarding the Committee on University Calendar are given in Chapter VI.

*Mahn, Robert H., et al. A Glossary of Terms Used by Registrars and Admissions Officers. A publication of the American Association of Collegiate Registrars and Admissions Officers. (Washington, D. C.: The American Council on Education, 1956.)

**Formula developed by the Registrar, University of Cincinnati.

CHAPTER VI. IMPLEMENTATION AND TIME SCHEDULE

A. Introductory Statement. Proposing a calendar and setting down a schedule of dates for its operation comprise but a small part of what must be accomplished between the present time and the inauguration of the new, common calendar. An implementation period must be established, during which all affected departments of the University prepare for the indicated change. The work will not be light or easy; it will be serious and far-reaching. It will be concerned with curriculum, sequence of courses, credit conversion, adjustment of off-campus training periods and schedules, holiday periods and a long list of additional items not appropriately included in the present report. However, major items will, perforce, become a part of the implementation Manual.

The following proposals will indicate how implementation may be accomplished.

B. Schedule of Critical Steps in Implementation. In the event that one of the recommended calendars is adopted as a Common Calendar, a definite schedule of assignments and work should be established immediately thereafter. The following named time periods are obvious; the several steps under each are recommended for action.

1. For Immediate Action. The following important action should be taken immediately after possible adoption of a common or basic calendar of the University.

a. Implementation Committee. A chairman and at least two members of a Committee on Implementation should be named by the University President. The committee should be commissioned to prepare a detailed plan and time schedule to be followed by the various administrative, supervisory and instructional divisions and departments of the University in work that will be incident to transferring their present operations to those of the new calendar. The committee should be instructed to submit its report in the form of a completed Manual, for distribution on or before 15 October, 1961.

It is understood that the Manual will present ways and means of handling conversion problems relating to such important items and functions as tuition and fees, registration procedures, residence hall scheduling, preparation for change in scheduling work periods in the co-operative program of education and training, guidance and personnel services and the many similar independent and semi-independent departments, each of which has been assigned a specific responsibility.

b. Relieving Members of Committee on Implementation for Special Assignment. It may be necessary to relieve members of the committee from their regular assignments that they may devote full time to the preparation of the Manual.

2. For Action, Autumn, 1961 - 31 August, 1962.

a. Co-ordinator on Calendar Change. The University President should designate a member of the staff to serve as Co-ordinator on Calendar Change, to begin his work as early as possible in the Autumn of 1961. The Co-ordinator's services will be imperative if calendar conversion is to be accomplished with a fair measure of success and a minimum of dislodgment and confusion.

b. College and Departmental Committees. Not later than 20 October, 1961, the several schools; colleges; and academic, professional, independent and administrative departments should begin their studies incident to conversion to the new calendar. Committees on calendar change, under designated chairmen, should be appointed by each college dean and departmental head. The Manual will contain explicit instructions on college and departmental organization for the work on calendar change which will likely require the whole of the year 1961-1962.

c. University Council on Calendar Change. The chairmen of the committees on calendar change in the several schools, colleges, and independent departments will constitute a University Council on Calendar Change. This council will work closely with the co-ordinator, who will serve as its chairman.

Even though the Manual may be available to all necessary committees, constant co-ordination, supervision and guidance will be necessary. All chairmen of the many working committees will need a single center for reference, information and direction.

3. For Action, 1962-1963. The new calendar can scarcely be placed in operation until after related college bulletins have been published. Therefore, with the studies indicated in 2-b above completed by the end of the 1961-1962 academic year, college bulletins based on the new calendar can be prepared in the usual manner and on the customary publication schedule during 1962-1963. Obviously these bulletins will apply to the year 1963-1964.

4. For Action, September, 1963. All colleges and independent departments of the University should be well prepared to begin operation on the new calendar on 1 September, 1963. Orientation, registration, class sessions, new work schedules in the co-operative programs of training and all other closely related functions and services should be in readiness for the opening of the academic year 1963-1964.

C. Information on Calendar Change Should be Forwarded to Affiliated Institutions. The work in a few schools and colleges of the University is closely and formally co-ordinated with that of several other institutions in the community. The main ones are: (1) Art Academy of Cincinnati; (2) The Cincinnati College-Conservatory of Music; (3) The Speech and Hearing Center; (4) Hebrew Union College; (5) Schools of Cincinnati; and (6) the Schools of Hamilton County and related independent districts. Any calendar change at the University would, in all likelihood, be of special interest to the aforementioned institutions and, in some instances, may affect their calendars. Some word on calendar study has already been conveyed to the six institutions. In event that a common calendar is adopted, the appropriate administrative heads of the six organizations should be informed of the decision on calendar and the date of its introduction or inauguration.

D. Standing Committee on University Calendar.

1. Standing Committee on University Calendar Needed. The University will need the services of a standing or permanent committee on calendar, whose chairman should be a general administrative officer. Its members should represent the following areas of training and instruction: Undergraduate non-co-operative education, Undergraduate co-operative education, Graduate education, Higher professional education and Evening and Summer programs of education. The committee should be named not later than 1 September, 1962.

2. Duties and Responsibilities of the Committee on University Calendar. The duties and responsibilities of the Committee on University Calendar should include the following:

a. Developing and publishing the specific dates of the basic University calendar at least three years in advance of operation,

b. Working closely with the College of Law, the College of Medicine (relating to the clinical years), the Evening College and the Summer School to develop and achieve an increasing degree of co-ordination between the basic University calendar and the several separate calendars of these colleges, and

c. Protecting the basic University calendar against harmful encroachment.

CHAPTER VII. SUMMARY OF RECOMMENDATIONS

A. Introductory Statement. The recommendations that have been submitted by the Committee on Feasibility have been distributed through several chapters of the report. It seems fitting that the recommendations should be assembled in one chapter and presented under topical and functional headings. Recommendations are re-stated in abbreviated form. Page references, citing information on the subject of each recommendation, are inserted for convenience and assistance.

B. Recommendations Affecting Type of Calendar:

1. Quarter Calendar Recommended. That a Quarter Calendar has been found feasible and is recommended for adoption as a common or basic calendar at the University of Cincinnati. (Pages ii, 24, 25-36)

2. Length of Quarters. That the length, in weeks, of the recommended common or basic calendar be:

Student Classification	Quarters and Number of Weeks			
	Autumn	Winter	Spring	Summer
a. For Freshmen:	12	11	10	10
b. For Others:	11	11	10	10

(Pages 25, 28, 29-34)

3. Two Schedules Proposed. That two schedules under the Quarter Calendar have been found feasible and are recommended as:

a. First Choice. Quarter Plan A, which begins its Autumn Quarter on or near 1 October and ends its Summer Quarter on or near (1) the 20th of the following August (Option A), or (2) the 13th of the following August (Option B). (Pages ii, 27, 29, 31, 35, 36)

b. Second Choice. Quarter Plan B, which begins its Autumn Quarter on or near 10 September and ends its Summer Quarter on or near the 4th of the following August. (Pages ii, 27, 30, 32, 35, 36)

NOTE: Quarter Plan A schedules no quarter that is segmented by long holidays, such as at Christmas. Quarter Plan B schedules a Winter Quarter that is divided by Christmas Holidays, into segments of 2 and 9 weeks. There are also other important differences. (Page 35)

c. Options A and B under Quarter Plan A. All affected colleges should be on Option A or on Option B. These options relate to scheduling a one-week break between the Spring and Summer Quarters in the Co-operative Colleges. (Pages 29, 31, 36, 39)

C. Recommendations Relating to the Transition Period.

1. Committee on Implementation of Calendar Change. That immediately following possible adoption of a common or basic University Calendar, the President of the University name a committee to develop and publish a Manual on calendar change. The committee should consist of a chairman and at least two members. (Page 40)

2. Manual on Calendar Change. See #C-1 above.

That the Manual contain explicit instructions and information for use by college and departmental committees: academic, professional, independent and administrative. (Pages 40, 41)

3. Co-ordinator on Calendar Change. That a Co-ordinator on Calendar Change be appointed as early as is feasible in the Autumn of 1961. (Page 41)

4. College and Departmental Committees on Calendar Change. That committees on calendar change be authorized and appointed in each college, in each academic and professional department, and in each independent department. Committees should be appointed and organized in October 1961. (Page 41)

5. University Council on Calendar Change. That the chairman of each college committee on calendar change and of each independent department on calendar change constitute a University Council on Calendar Change. Chairman of the Council should be the University Co-ordinator on Calendar Change. (Page 41)

6. Inauguration of New Calendar. That operations under the new calendar begin on 1 September, 1963. (Pages 38, 41)

D. Recommendations Affecting Instruction.

1. Uniform Credit Hours.

a. That, beginning with 1 September, 1963, all schools and colleges on the Quarter Calendar offer and publish only one type of academic credit: The Quarter Credit (Hour). (Page 38)

b. That, beginning with 1 September, 1963, the College of Law, the College of Medicine, the Evening College and the Summer School offer and publish all credits related to seminars, lectures, laboratories, etc., only in terms of Quarter Credit (Hours). (Page 38)

2. Academic Grades or Marks. That at the end of each instructional period a final grade or mark be given for each course. This refers to all schools and colleges and all instructional periods. (Page 38)

3. Scheduled Examination Periods. That a definite examination period be scheduled in the last week of each of the four quarters. (Pages 8, 26, 29, 30)

4. Degree Requirements. That changes in degree requirements stemming from calendar change become effective no earlier than 1 September, 1963. (Page 39)

E. Recommendations Affecting Orientation, Registration and Records.

1. Autumn Registration of Freshmen. That registration for freshmen be held within the Freshman Orientation Week. (Pages 20, 26, 29, 30)

2. Freshman Orientation. That a formally designated Orientation Week for new Freshman Students be scheduled in September. The week's program should open on the Monday prior to the beginning of instruction in the Autumn Quarter. Freshman registration and counseling with academic advisers should be scheduled within this week. (Pages 20, 26, 29, 30)

3. Autumn Registration of Transfer Students. That registration of transfer (new, undergraduate) students be held prior to registration of regular students above the freshman year, as scheduled. (Page 20)

4. Autumn Registration of Regular Students above Freshman Year. That the registration of all other regular undergraduate students and graduate students be held on Thursday-Friday-Saturday AM of Orientation Week. (Page 26)

5. Law and Medicine Registrations. That registrations for students in the Colleges of Law and Medicine be held prior to registrations for regular students. (Page 37)

6. Evening College Registration. That Autumn Registration of the Evening College be held prior to opening of the Autumn Quarter. (Page 37)

7. Summer School Registrations. That the Summer School schedule its registration days in conformity with its several regular and special terms and sessions. (Page 37)

8. Registration by Mail. That registration by mail (for students above the freshman year) be considered feasible and desirable. This recommendation is implied. (Page 26)

9. Records and Transcripts. That records and transcripts of students should not be altered in any way prior to 1 September, 1963; and that conversion from Semester and 7-week Term Credits to Quarter Credits should follow the given formulae of (a) Semester Credits X three-halves, and (b) Term Credits X seven-tenths, respectively. (Pages 38, 39)

F. Recommendations Related to Miscellaneous Factors and Procedures.

1. Standing Committee on University Calendar. That a standing committee on University Calendar be authorized and appointed not later than September 1962. (Pages 39, 42)

2. Accreditation and Licensure. That it will be the responsibility of the deans of affected colleges to report to the appropriate organizations and boards any changes in calendar that might affect accreditation and licensure. (Page 39)

3. Scheduling the Fourth or Summer Quarter. That all colleges following the Quarter Calendar in its entirety observe the same beginning and ending dates of the Summer Quarter, previously selected through conference and negotiation. (Page 39)

4. Normal Academic Year of Semestral Colleges. That the Autumn-Winter-Spring Quarters constitute the normal academic year of the present semestral colleges. (Pages 26, 33)

5. Normal Academic Year of Co-operative Programs. That the four quarters in their entirety constitute the normal academic year of all co-operative programs. (Pages 27, 34, 36)

6. Holidays. That all schools and colleges observe the holidays as scheduled in the Quarter Calendar. (Pages 7, 27, 37)

7. University Commencements. That the June and August Commencements be continued as now scheduled. (Page 37)

8. Notice of Calendar Change to be Forwarded to Institutions Affiliated with the University. That all institutions in working affiliation with the University be notified immediately upon possible adoption of a common or basic calendar. (Page 42)

UNIVERSITY OF CINCINNATI
OFFICE OF THE PRESIDENT

November 14, 1960

Dear Colleague,

For some time I have heard of the need for a common calendar for the various schools and colleges of the University. Thus, there was a recent letter from Student Council to Cabinet and a section on calendar in the March 1960 report of the Committee on University Improvement. I believe we now should make a comprehensive study of the subject and I am naming two committees whose members have been selected from the faculty and staff and from the student body:

1. Committee on Feasibility of a Common Calendar
2. Advisory Committee on Common Calendar

Dean Spencer Shank will serve as chairman of the Committee on Feasibility. This committee will be expected (1) to seek information and opinions from all sources, (2) to study various possibilities and types of calendars with a view to determining which ones may or may not be feasible, (3) if one or more calendars prove to be acceptable, then to recommend in order of preference those which are most feasible, and, finally, (4) to present -- early in 1961 -- a proposed calendar covering the ensuing three years, beginning with September of 1962. This committee will need to cooperate frequently with faculty, staff, and students. Obviously, a questionnaire is indicated.

The Advisory Committee of twenty-six members, also under Dean Shank's chairmanship, will be able to give valuable assistance to the Committee on Feasibility.

Introduction of a common calendar would not be easy, nor will the study leading up to a possible recommendation on the subject be simple. Any proposal for an acceptable, feasible common calendar at the University of Cincinnati can come only if we sincerely and earnestly seek to reconcile our several diverse and overlapping schedules.

The committees will need your counsel and assistance. On their behalf, I solicit your helpful cooperation.

Cordially yours,

/S/ Walter C. Langsam
Walter C. Langsam

L:o

APPENDIX B

I. PERSONAL DATA ON UC FACULTY MEMBER FILLING OUT THIS QUESTIONNAIRE

1. Name and Campus Address _____

_____

2. Name of UC College in which teaching _____

Faculty Position and Field _____
(Inst., Asst. Prof., etc.) (English, Acct., etc.)

3. Number of Years of Full-time College and University Teaching

A. At UC_____* B. Total here and elsewhere_____*

*Please give number up to and including 20; for more than 20, state 20+.

II. TEACHING UNDER VARIOUS TYPES OF CALENDARS AT OTHER UNIVERSITIES

NOTE A. "Academic Year" as used below is taken to mean that 12-month period beginning with 1 September and extending through the following 31 August.

NOTE B. The below items do not refer to UC

Will you kindly check (✓) the appropriate items below that accurately record your previous teaching (either part- or full-time) at other universities. Please note down the additional related information.

1.___ Semester Calendar. Traditional two 16-week instructional periods per academic year including scheduled examination periods. (No reference here to summer schedules.)

At what institution(s)_____

2.___ Trimester Calendar. Three equal instructional periods per academic year, each trimester usually of 14 or 15 weeks.

If this item has been checked, please note here whether each trimester included a scheduled examination period:_____
(Yes or No)

At what institution(s)_____

3a___ Quarter (System) Calendar. Four approximately equal instructional periods per academic year, each quarter including 10-12 weeks.

At what institution(s)_____

3b___ Quarter (System) Calendar. Three equal instructional periods of 10-12 weeks each (the Autumn, Winter, Spring Quarters), plus a shorter summer instructional period.

At what institution(s)_____

4.___ Other Type of Term Calendar, a variation of one or more of the aforementioned calendars.

At what institution(s)_____

Briefly describe this term calendar_____

_____

_____

5. Critically analyze and evaluate the systems under which you have taught elsewhere. What did you like and what did you not like about such schemes as trimester, quarter, short or other term, etc.

_____

_____

_____

_____

_____

6. Availability. If requested, will you be available for counsel with one or more members of the Committee on Feasibility for a discussion on your experiences in teaching under calendars at institutions other than UC? _____
(Yes or No)

III. CRITICISMS AND EVALUATIONS OF VARIOUS PHASES AND TYPES OF CALENDARS

In providing the information requested below, the Committee on Feasibility urges you to give each item your most serious consideration. Obviously you may not have taught under all major calendar schemes, but it is assumed that your knowledge and considered opinion extend beyond actual classroom experience.

Kindly check appropriate items or otherwise provide the requested information.

1. Evaluation of Length of Instructional Period.

NOTE: No reference here to scheduled examination period--a subject considered separately under Part 2 of this section.

Calendar Type and Length of Instructional Period	Evaluation as to Effective Teaching and Study			
	Optimum	Good	Adequate	Poor
Semester (16 weeks)				
Trimester (14-15 weeks)				
Quarter (10-12 weeks)				
Short Term (6 - 8 weeks)				
Other Term (_____weeks)				

Explain below your reasons for

A. Checking "Optimum:"_____

_____

_____

B. Checking "Poor:"_____

_____

_____

2. The Scheduled Examination Period.

The scheduled final examination, held at the end of each instructional period, holds critical values for both faculty and students. Check your considered thoughts on it.

Calendar Type or Instructional Period	Scheduled Examination Period			
	Imperative, Should be Required	Desirable but not Necessary to Require	Should be Optional	Inadvisable to Include
Semester (16 Weeks)				
Trimester (14-15 Weeks)				
Quarter (10-12 Weeks)				
Short Term (6-8 Weeks)				
Other Term (____Weeks)				

3. Feasibility, practicability, suitability, and degree to which beneficial to the University as a whole.

Evaluations of Specific Types of Calendars as they might apply to UC, in the role of Common Calendar

The Committee asks that you project your individual thought on each of the various types of calendars as it might apply to UC as a common calendar. Keep in mind not only your own school or college or your own field of instruction but the whole teaching-study program of the University. Particularly pertinent are our cooperative programs, in which each academic year (beyond freshman level) is divided into periods of on-campus professional study and off-campus practical training.

Type of Calendar	Degrees of Feasibility			
	Would definitly be a good type of Common Calendar for UC	Merits special consideration as possible type of Common Calendar for UC	Possible, but would be most difficult type of Common Calendar for UC	Should not be considered as possible type of Common Calendar for UC
Semester (16 Weeks)				
Trimester (14-15 Weeks)				
Quarter (10-12 Weeks)				
Short Term (6-8 Weeks)				
Other Term (____Weeks)				

We should like you to explain those points you consider especially pertinent in your aforenoted evaluations.

On the Semester Calendar_____

_____

On the Trimester Calendar_____

_____

On the Quarter Calendar_____

_____

On the Term Calendar(s)_____

_____

Date of signature _____

Signed: _____

Campus _____

Address _____

* * * * * * * * * * * *

In conclusion, the Committee on Feasibility wishes to express its appreciation of the cooperation it is seeking of faculty and of the information your returned questionnaires will make available to it. The questionnaires are to be returned to:

Dean of Special Services
146 McMicken Hall
University of Cincinnati
Cincinnati 21, Ohio

3/60SS

APPENDIX C

ADVISORY COMMITTEE ON COMMON CALENDAR

1. Dean Robert Bishop
   Summer School
   429 Pharmacy Building

2. Professor Helen J. Caskey
   Education
   Teachers College Building

3. Professor Mable Darrington
   Nursing & Health
   General Hospital

4. Mr. John P. DeCamp
   Public Relations
   Administration Building

5. Professor William A. Dreyer
   Graduate School
   Biology Building

6. Professor Norwood C. Geis
   Business Administration
   308 Hanna Hall

7. Professor Gordon Hendrickson
   Education
   Teachers College Building

8. Professor Arthur Hinman
   Arts & Sciences
   McMicken Hall

9. Mr. William F. Jenike
   Personnel
   Administration Building

10. Associate Dean M. R. Karas
    Business Administration
    150 Hanna Hall

11. Professor C. Leslie Martin
    Applied Arts
    Applied Arts Building

12. Professor Darl H. McDaniel
    Graduate School
    Chemistry Building

13. Professor M. Noheimer
    Applied Arts
    Applied Arts Building

14. Mrs. Helen Osborne
    University College
    Physics Building

15. Professor Fred O'Flaherty
    Research Foundation
    Tanners' Council Laboratory

16. Dr. Garland G. Parker
    Registrar
    Administration Building

17. Professor Antonio Romano
    Arts & Sciences
    McMicken Hall

18. Professor Gilbert C. Schmidt
    Pharmacy
    Pharmacy Building

19. Mr. Kenneth B. Settle
    Evening College
    Hanna Hall

20. Professor George Smith
    Athletics
    Field House

21. Mr. James Stergiopoulos
    Student Council
    Student Union Building

22. Professor Charles E. Stevenson
    Law
    Law Building

23. Professor Reed Stockdale
    Co-ordination
    Baldwin Hall

24. Professor Samuel A. Trufant
    Medicine
    General Hospital

25. Associate Dean C. Vandmacher
    Engineering
    Baldwin Hall

26. Professor Fred E. Westermann
    Engineering
    Baldwin Hall

(27) Ex-Officio Member: Margaretta Jones,
Office of the Bulletin

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